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THE BUILDINGS OF WESTERN RESERVE UNIVERSITY WERE THE NUCLEUS OF CLEVELAND'S NEW MEDICAL CENTER

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SECONDARY EDUCATION has always occupied a prominent place in SCHOOL LIFE. This journal is the official organ of the National Committee on Research in Secondary Education, of which J. B. Edmonson is chairman and Carl A. Jessen is secretary. During the past year many noteworthy articles in SCHOOL LIFE have been sponsored by this committee, and others are in hand or in prospect for publication in early numbers. Among them are the following: (1) Program of Studies in the Rural High School. Emery N. Ferriss, Cornell University. (2) Some Impressions of Secondary Education in California. Leonard V. Koos, University of Minnesota. (3) Certification of High-School Principals. D. H. Eikenberry, Ohio State University. (4) Supervision of Organized Student Activities in the High School. Paul W. Terry, University of Alabama. (5) Certain Aspects of the Small High School in Ohio. E. J. Ashbaugh, Ohio State University. (6) The Small Six-Year Junior-Senior High School. William H. Bristow, Pennsylvania State Department of Public Instruction. (7) A Viewpoint of the Core-Curriculum in Secondary Education. Emery N. Ferriss, Cornell University. (8) Function of History in the Secondary School. Francis M. Froelicher, Avon Old Farms, Avon, Conn. (9) The National Honor Society. Edward Rynearson, Principal Fifth Avenue High School, Pittsburgh, Pa. (10) College Admission Requirements. William M. Proctor and Edwin J. Brown, Leland Stanford Junior University. (11) Curricular Determinants in the Junior College. A. A. Douglass, Pomona College. Contributions are expected also from R. N. Dempster, Johns Hopkins University; Francis M. Crowley, National Catholic Welfare Conference; M. E. Ligon, University of Kentucky; and Jesse B. Davis, Boston University.

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No. 10

Cooperative Study of English and American Secondary Schools

Joint Committee of School Men of the Two Countries Will Undertake Investigation Which Is Expected to Produce Reliable Information on the Characteristics and Relative Merits of the Respective National Systems. Topics to Be Studied Will Probably Include Students, Teachers, Equipment, Methods, and Results. Plan Includes Interchange of Teachers Between Schools Interested in the Study

By ARTHUR J. JONES

Professor of Secondary Education, University of Pennsylvania

ENGLISH SPEAKING PEOPLE throughout the world are coming into closer and closer relationship each year. Especially is this true of England and the United States. We are coming to see that there is and can be no essential difference between our ideals and our standards of conduct and of life in general. Citizens of each country are eager to learn more about the institutions of the other and to get inspiration and help from a study of the methods used to accomplish the results desired. This is particularly true of those interested in education in the two countries. We are coming to feel that, divergent as are the two systems of education in some respects, yet our aims are largely the same, and that the divergence that exists may hold something very suggestive that may be helpful in solving the problems confronting each nation. There have been many reports on American schools made by English visitors and volumes written by Americans on English schools. These have, in many cases, given valuable comparative data of a general nature and shown clearly certain outstanding differences between the two systems of schools. These differences, however, have dealt more with certain administrative features than with the conduct of the schools themselves.

Should Know More of Intimate Details

We are very much in need of some more intimate and detailed study of the real work of the schools—something that will enable us to picture clearly just what the teachers in each system of schools are

doing in the classroom, what their aims are, how they conduct a "recitation," and what results they actually secure.

The need for such a study is made more apparent by the misinformation given publicly in daily newspapers regarding schools and educational aims. Well-intentioned but ill-informed Americans often give utterance to their personal opinion regarding what is done in the schools of the United States and what we are trying to accomplish. These are frequently wide of the truth, but are very naturally accepted as correct by Englishmen. English visitors are usually more reserved regarding their schools, but sometimes give entirely erroneous impressions of English schools to their American audiences.

Too Much Prejudice in Discussions

During the past few years there has been much discussion of the relative merits of the English and the American systems of secondary education. Some of this has been illuminating and some very confusing. Some has been impartial; much has been clearly prejudiced and often actuated by narrow patriotic zeal. We have been told that the American secondary school is superficial, its standards are low and becoming lower, the discipline is poor, there is a lack of scholarly purpose among our students—or any other purpose except to have a good time; that our teaching is inefficient; finally even, that the mounting crime wave in this country is definitely the result of our laxity in discipline and our absence of purpose.

To one who really wants to know what the facts are the natural question presents itself, "Are these things true?" Then, "What is the evidence?" When the question is approached from this point of view, we find a strange and disconcerting paucity of reliable data. Two conflicting attitudes are clearly seen. One of these is illustrated by the man who is acutely conscious of the failures and the defects in our system of secondary schools and naturally wants to have these remedied. He looks at the English schools but they are so far away that he does not see their defects, but thinks only of the good part. Consequently, he takes the best of the English schools and compares them with the worst of the American schools.

Knowledge of Facts is Essential

The other attitude is that of the irrepressible optimist who does not see or take account of any defects, as far as anything American is concerned. He sees the best that we have and only the worst that the other party has. Anything American is better than anything English.

It is very apparent that neither method can be relied upon to produce a solution to the problem. Nor will the two combined do any better, for the points of view are too diametrically opposed to be harmonized; neither is scientific. We can affirm with every assurance of certainty that there is a common ground beneath the claims of some on each side who are loudest in their claims and that common ground is ignorance of the facts.

It has been asserted that students in the English secondary schools are doing a

better grade of work; the standards are higher than in our secondary schools. What evidence do we have of the truth of this? Have any tests been exchanged, have any comparisons been made of achievement scores based on the same tests? How do the college entrance examinations given in England compare with those in our country? We do know that in some sections of England the percentage of young people between the ages of 10 and 18 who go to secondary schools is far less than with us. Philadelphia now has 60,432 boys and girls in her junior and senior high schools. In February, 1928, 11,699 new students entered the seventh grade. If the same proportion of these applicants for admission to the seventh grade actually went in to the seventh grade as obtains in the West Riding of Yorkshire, we should have only 2,340.

Rate of Elimination Greater in England

At a fair rate of elimination per year based upon the English rate of elimination in secondary schools we should have a total enrollment in the junior and senior high schools of Philadelphia of from 10,000 to 12,000. It would not take many high schools like the Gratz and the Overbrook to accommodate them. They would be, scholastically, the very best 10,000 out of the 60,000. Is this selection characteristic of England as a whole?

Is the discipline essentially different in the English and American schools? What evidence do we have? What is the difference between the methods used in the classrooms in the two types of school? How do the curricula compare? Into what occupations do graduates of the two types of school go? How do the social and economic backgrounds of the students compare?

These are but a few of the questions which need to be investigated and until they are investigated and the facts collected we very obviously will still be talking largely at random.

Mutual Benefit from Interchange

It is now proposed to begin a cooperative study of English and American secondary schools that should give needed information that can be relied upon as accurate. The purpose of the study is to promote a better understanding and a closer, more sympathetic relationship between English and American educators, to provide a medium by which the best methods and practices of one system of secondary education may be made known to the other. Certainly, the aims and methods of English schools will be very suggestive and helpful to us in the United States. It is hoped that a knowledge of the best methods and practices of our schools may be equally helpful to English men and women.

This study is planned to cover several years, and involves the cooperation of groups of English and of American educators. It is inaugurated by Prof. E. D. Grizzell and myself, who are connected with the School of Education of the University of Pennsylvania, Philadelphia. It will be in charge of a joint committee of English and American school men and women.

Particular Study of Selected Schools

The study will involve a general comparison of the main facts and tendencies in the recent development of secondary education in the two countries and a detailed study of certain selected schools in the two countries. It is hoped that 25 or more schools in each country may be sufficiently interested in the plan to cooperate. These schools will be selected, as far as possible, in such a way that results will be comparable. The topics studied will be selected by the joint committee, but will probably include an intimate comparative study of students, teachers, buildings, grounds and equipment, methods, discipline, systems of examinations, and results.

All available statistical data will be secured and carefully compared. If possible, tests will be constructed to secure comparative data. Regular examination questions used in a school in one country may be sent to schools in the other country and results tabulated.

One of the most hopeful parts of the plan is that of promoting the exchange of teachers between the schools interested in the study. A plan has been partially formulated by which the interests of the schools are safeguarded and the teachers' pension status will not be endangered. It is hoped that money may be found to finance traveling and other incidental expenses of the exchange teachers. Professor Grizzell will be in residence in England during the year 1928-29, and will personally assist in the study.

Finally, it is hoped that the results of the entire study will be published and made available for all interested in a comparative description and evaluation of the two systems of secondary education.

Any principal of a public high school, any head master or head mistress of a private school who is interested in the study, and especially any who would like to cooperate in the detailed plan for comparison of certain schools is requested to write to me at the University of Pennsylvania, Philadelphia, Pa.

Details of the Proposed Scheme

A more detailed plan of the inquiry is here given:

I. *Purpose.*—(a) To promote a better understanding and a more sympathetic relationship between English and Ameri-

can educators; (b) to provide a medium for the study of common problems in order that a knowledge of the best theory and practice in either system of secondary education may be made available to the teachers and administrators in the other.

II. *Scope of the Study.*—A. General. 1. Comparison of the main facts and tendencies in the recent development of secondary education in England and in America. 2. Topics for comparative study; (a) Meaning and scope (including aims) of secondary education; (b) the secondary school population; (c) the secondary school curriculum (this includes a consideration of all the educational influences of the school); (d) personnel of the secondary school staff; (e) material of secondary schools (buildings, grounds, equipment, supplies, etc.); (f) administration of secondary education; (g) general tendencies revealed in the development over the period 1900-1926.

Thirty Representative Schools in Each Country

B. Detailed comparative study of a limited number of schools in each country.

1. Secondary schools to be selected (about 30 schools in England and 30 schools in America): (a) Twenty public high schools in the United States; (b) 20 municipal and county secondary schools in England; (c) 5 private (independent) schools for boys in America; (d) 5 private (independent) schools for boys in England; (e) 5 private (independent) schools for girls in America; (f) 5 private (independent) schools for girls in England. 2. General topics suggested for study. Topics actually chosen for investigation will be determined after appointment of joint committees (see III-B): (a) Survey of students in the schools; (b) the curriculum (including studies and activities) and daily program; (c) methods of classroom procedure and discipline; (d) textbooks, laboratory equipment, supplies, etc.; (e) results in comparable subjects; (f) teachers, selection, training, salary, etc.; (g) supervision of other methods of improving instruction; (h) systems of tests and examinations, methods of marking; (i) general administrative features; (j) school costs and sources of revenue.

III. *Method of organization.*—A. In general charge, Division of Secondary Education of the University of Pennsylvania. Organization of the study, collection of material, editing results, general correspondence, and publicity.

B. Committees. Two committees to be appointed, one in England and one in America, to act in an advisory capacity in planning and conducting the study, and to have immediate charge of certain phases of the work in each country.

C. Prof. E. D. Grizzell, of the Division of Secondary Education, University of Pennsylvania, will be in residence in

England during the year 1928-29 and will actively participate in the study of the English schools.

D. Prof. Arthur J. Jones will have general direction of the study in American schools.

IV. *General procedures.*—A. Collection and organization of available printed material bearing on the study. 1. Selected, annotated bibliography of the best books and pamphlets, magazine articles, etc. 2. Critical statement of comparative aspects of English and American secondary education since 1900.

Will Apply Standardized Tests

B. Detailed study of selected schools. 1. Collection of available statistical and descriptive material, reports, etc., bearing on or related to the study. 2. Organization of tests for comparative results. (a) Tests to be used: Standardized tests as far as possible; regular class or school examinations exchanged; matriculation (college entrance) examinations; mental (intelligence) tests, when possible. (b) Method of giving and scoring tests: Secure standard conditions as far as possible; regular class examinations to be exchanged; English students take American examinations and American students take English examinations; papers graded both by English and American teachers independently, results compared, and comments exchanged; comparison of questions, results, and of papers of joint matriculation board examinations in England with those of the college board in America.

V. *Methods of securing first-hand information* regarding classroom procedures, standards of work, and conduct of schools. Secure opinions and observations of persons qualified to report on specific points. (a) Visitors to the United States; (b) visitors to England; (c) opinions of leaders in education in both countries.

VI. *Promotion of plans for the exchange of teachers.*—A. Utilization of existing agencies. Secure the cooperation of these exchange teachers by inducing them to report to the committees on certain points: (a) Walter Hines Page Traveling Scholarships, (b) English-Speaking Union.

Exchanges to be Between Comparable Schools

B. Developing other exchanges. 1. Arrange exchanges between private (independent) schools in each country and between publicly supported schools in each country; as far as possible, arrange exchanges between comparable schools. 2. General method suggested: (a) Publicly supported schools; secure consent of school boards or local education authorities in each country; arrange for preservation of pension rights; have each teacher granted a year's leave on full pay, i. e., salary of each teacher to be paid, as usual,

School Children of Northern Europe Entertained in Germany

Fifteen Hundred Pupils from Sweden, Norway, Denmark, and Finland to Spend Month in Germany. German Association Provides Free Railroad Transportation. Children Are Lodged with Congenial Families

Translation of an Article in HUFVUDSTADSBLADET, a Swedish Journal, Forwarded to the Secretary of State by ALFRED J. PEARSON, United States Minister at Helsingfors, Finland

FINLAND participated last summer for the first time in the exchange of pupils between the Northern Countries and Germany. The interest in this movement is growing. The initiative was taken by the German association, Deutscher Philologenverband. The association provides for free railroad transportation in Germany. Two hundred pupils from Sweden participated in 1925; this number increased to 700 in 1926 and to 800 in 1927. Next summer, when Norway and Denmark will follow the example of Finland and Germany, it is expected that the number will increase to 1,500. The school administration took the lead in this movement in Finland in the spring of 1927, by appointing a committee under the chairmanship of Mr. U. Nystrom, a member of the school board.

On account of limited time for arrangements it was necessary to restrict the exchange of pupils to those from Helsingfors and immediate vicinity. In 1927, 31 girls and 27 boys from 14 to 17 years of age participated from Finland. The pupils were located in homes equal in social and educational standing to the homes of the visitors; the girls were placed with

families with daughters of the same age, and the boys with families with sons of equal age. The visit was of one month's duration after which the German pupils accompanied the Finnish pupils to Finland as the latter's guests.

The purpose of this exchange is to give the young people a chance for recreation and at the same time to widen their vision by acquainting them with the ways and customs of a foreign country by teaching them its language and fostering friendly relations with that country. An agreement for the exchange of pupils during next summer has already been concluded with the German committee. Only 100 Finnish pupils can be received in Germany. It is hoped that the expense can be kept at 1,000 Finnish marks, the same as last year.

In connection with this exchange of pupils it is planned to arrange for a trip for a number of students from the more advanced classes for the purpose of more intensive study. This trip will take 8 or 10 days. The maximum number of participants will be 15. The main purpose of the trip is to visit Weimar to study the intellectual atmosphere there. The fee for this trip is 1,000 Finnish marks.

by his own local authority and kept on the roll of teachers; (b) private (independent) schools; work through head master and principal of each school; same plan of financing as above.

C. Provide, if possible, for extra expenses of teachers: (a) By local education authority; (b) by subvention from some foundation.

D. Devise definite plans and blanks for reports to be made on certain specified points: (a) To their own local education authority; (b) to the committees in charge.

Abundant Promises of Cooperation

Prominent educators in both countries are interested in the plan and have promised their cooperation. A number of schools in this country and in England have already expressed themselves as willing to cooperate in the study. From the interest manifested there is no doubt that the plan can be carried out.

When we get well started it will doubtless be necessary to secure funds to pay

the expenses incident to the exchange of teachers and to certain other features of the work. These, we think, can be secured when the time comes.

Definite and Desirable Results Expected

This cooperative study, conducted jointly by English and American educators should have certain definite and desirable results. Among these are:

1. Better understanding of the purposes of secondary education in the two countries and a clearer conception of the differences and similarities of the problems before us.

2. A knowledge of points of strength and weakness that will assist each in improving and making more efficient the work of the schools.

3. The definite collection of facts that will enable us all to form a more accurate opinion regarding the two systems of schools and to understand more clearly our own problems.

Medical Center of Western Reserve University Has Developed Rapidly

Schools, Hospitals, Library, and Museum, All Concerned with the Science of Healing, Grouped in Convenient Proximity Under Cooperating Management. Thirty Million Dollars Raised and Expended for Construction Since 1920. Nearly All the Money Contributed by Residents of Cleveland. Facilities For Instruction and Research Rarely Equaled. One of the Great Ventures in Education

By JAMES F. ABEL

Associate Specialist, Bureau of Education

THE great Medical Center that is now in process of organization and construction at Western Reserve University was the main theme of a luncheon address given by President Robert E. Vinson to the members of the American Association of Collegiate Registrars at their annual meeting in Cleveland last April. When the present plans are brought to full fruition the university will

The material in this article was based upon the address of President Robert E. Vinson, of Western Reserve University, before the Cleveland meeting of the American Association of Collegiate Registrars, supplemented by information supplied by Miss Marie Kirkwood, of President Vinson's office staff.

have a combination of instructional and research facilities in medical and health education that will be equaled by few other institutions.

This is a decade of educational centennials, hundredth anniversaries of the opening of the University of Virginia, of George Washington University, of Franklin Institute, of our first normal schools, and other important beginnings of education in the United States. Entering upon the second century has been everywhere marked by entering also with renewed faith upon large programs for the broad extension and betterment of educational service. In that faith Western Reserve

University, founded in the Western Reserve of Connecticut in 1826 to be the "Yale of the West," was adding another worthy chapter to the story of progress when in 1927 at the inauguration of its president, it dedicated a new medical building as part of a comprehensive plan for improving its already strong school of medicine.

"The building was given," President Vinson told the registrars, "by a member of the board of trustees. It is an interesting story, perhaps the first of its kind, that Western Reserve University had practically carte blanche in building its school of medicine, and every head of depart-



Babies and Children's Hospital and Maternity Hospital embody every approved modern idea

ment was told simply to sit down and write out his bill of requirements for his department with the assurance that the things he thought he needed could and would be provided.

"It is even a more interesting story that when the building was completed the university turned back to this generous donor—probably it is the first time in all educational history that such a thing has been done—about half a million dollars of the money he had set aside to complete the building."

Coordination into One Outstanding Enterprise

This is but one building of a group that will bring together on the university campus a series of closely related agencies all now being coordinated in one outstanding enterprise to work toward the general purpose of offering the finest kind of medical and health education. The major elements combining to form the medical center are the university with its graduate school and its laboratory facilities for teaching the fundamental sciences, the school of medicine, the school of dentistry, the school of nursing, and the school of pharmacy.

For hospital service and training, the maternity hospital, and the children's and babies' hospital, each with 150 beds, were erected near to and shortly after the medical building at a cost of approximately \$3,500,000. Accommodation is being provided this year to bring to the university Lakeside General Hospital, with about 160 beds for general medicine and surgery, and 140 for specialties under each of these general departments. Moreover, the university has control of the convalescent hospital in a suburb of Cleveland, the City Hospital, and the Charity Hospital, so that for the development of medical education alone 2,250 beds will be available and under the immediate control of the faculty of the school of medicine.

Nurse-Training Schools Consolidated

A nurse training school was formerly maintained by each of the hospitals connected with the university. These are now united in one school of nursing in which all the scientific training of the young women is taken over and given by the university, and the hospitals furnish the facilities for practical experience. Included in the building plan are dormitories for the student nurses and a separate building for the school itself. The program for nursing education, while primarily arranged to give a three-year course leading to a diploma in nursing, includes a five-year course in which three years of professional training are superposed on two years of academic study in the college for women. The five-year course leads to a bachelor of science degree and is intended to furnish training for hospital supervisors, heads of nurse training schools, and those who wish to

prepare themselves for the more responsible positions in the field of nursing. Moreover, graduate courses are offered to nurses in service who wish to keep abreast of the times or advance themselves in their work.

Library and Museum Added to Group

The new medical library with a capacity of 200,000 volumes was brought to the medical center through agreement between the university and the Cleveland Medical Library Association. When the association was beginning its campaign in 1924 for funds for a building, the university invited it to join the medical group, offered to give the land upon which to locate the building; and the wife of a university trustee donated \$400,000 on the condition that the library be placed on the campus. In addition, the Cleveland Museum of Natural History with its important collection of natural history materials, particularly those gathered in the Southern Hemisphere by the Blossom

expedition of two years ago, has been brought into the same grouping.

An institute of pathology, the gift of the general education board, will be placed in the midst of the medical center. It will provide room for the laboratory facilities necessary to the teaching of pathology and the investigative work of that department. It will also be the research laboratory for the hospital group and the men connected with it. This arrangement will free considerable space in the medical building to the department of surgery.

Four Hospitals under One Management

Naturally the consummation of so comprehensive a plan as that conceived for the medical center involved, first, securing the cooperation of the many independent agencies for medical education in Cleveland and bringing them into one centralized organization, and, second, the provision and expenditure of large amounts of money. Due mainly to the generosity



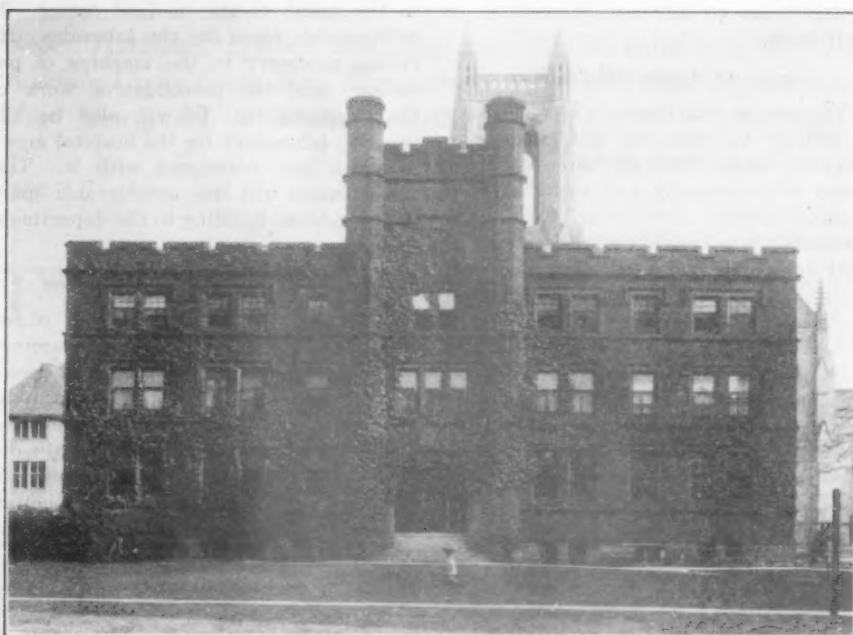
Adelbert College becomes more beautiful with the passing years

of the people of Cleveland and their appreciation of the opportunity for a remarkable achievement both have been attended with unusual success. Opera-

the necessary financing and coordination being generously given to make the most of a splendid opportunity, the medical center of Western Reserve University is

State Officers Will Lecture on Labor

A series of lectures on labor will be given this summer, beginning July 2, at Columbia University, New York University, the College of the City of New York, the University of Rochester, and Syracuse University, by Dr. James A. Hamilton, industrial commissioner, and officials of the Department of Labor of the State of New York. The course includes the history, organization, and aims of the department; statistics; industrial medicine, surgery, and hygiene; functions of the State industrial board; workmen's compensation; accidents; the relation of women to industry; factors in production; and other subjects. The purpose of the course is to acquaint prospective employers and employees, as well as professional men and women having to do with business, teachers, and the public, with some of the important legal and social questions involved in the industrial situation, and to promote more general use of the facilities offered by the department for the solution of industrial and business problems. Credits for the course will be granted by the College of the City of New York, Syracuse University, the Board of Education of the City of New York, and the Board of Regents of the State of New York.



Hayden Hall is the College for Women

tion of four of the hospitals is now in the hands of a centralized corporation composed of representatives of the original boards of trustees and of the university so that any action relating to medical education from the hospital point of view is taken by those interested in the group as a whole. The five schools within the university that are involved in the medical center are so coordinated that duplication of effort is reduced to a minimum and each benefits by the grouping.

Survey Commission Recommended Unification

This unified administration, and concentration of effort, together with the general program of establishing a medical center, follows closely the recommendations of a survey commission appointed by the Cleveland Foundation Committee and directed by the specialist in higher education of the United States Bureau of Education.

Since the inception of the plan more than \$30,000,000 has been raised and spent in its development. Several of the gifts have already been mentioned. A campaign was carried on in Cleveland last year to raise \$6,000,000 to complete the hospital and school of nursing buildings. Eight million two hundred fifty thousand dollars, or \$2,250,000 beyond the amount set, was contributed and all of it came from the city of Cleveland with the exception of \$1,000,000 from a citizen of New York.

With a long record already to its credit of successful achievement in teaching and research and of splendid service in the care of the sick of Cleveland, and with

now one of the great ventures in education that have been entered upon in these postwar years.



A member of the board of trustees gave the new building for the School of Medicine

Ten Steps in the Promotion of Health in Rural Schools

By JAMES FREDERICK ROGERS, M. D.

Chief, Division of Physical Education and School Hygiene, Bureau of Education

STEP ONE

DESIRE precedes attainment, and the first requisite for a successful program in health work is the wish to make health a real, as well as a theoretical, objective in education. Improvement in child health is doubly to be desired, since with it should go improvement in school progress.

School health work may be divided into:

(a) The arrangement of the general educational program as to length of school day, suitability of subjects, variety of activities, observance of recess, teacher observation of and sympathy with the individual child, and the general pedagogic atmosphere.

(b) Conditions in the school plant affecting the health of the child.

(c) Efforts put forth to place the child in his best physical condition and to keep him so.

The items under (a) are under the direct control of the educational authorities and are presumably always looked after. They are not considered here.

STEP TWO

The stimulus and direction of health work should come from the county or district superintendent or supervisor; or, in a consolidated school, the principal may be the most suitable person to institute such work.

It goes without saying that the board of education should be made fully appreciative of what is attempted and that they should be made to understand that it is a matter of economy to place children in their best condition for doing school work.

Any improvements in the material outfit of the school will need the support of the community, while efforts intended to influence directly the hygiene of the child must be carried out chiefly in the home so that close sympathy and understanding between the home and school become essential. Where there is not already a close understanding between the home and school, a parent-teacher association is a means of securing cooperation. Where such an association has been formed, a suitable committee will be of assistance in securing the promotion of health work, but the initiative and leadership should be assumed by the educator. The cooperation of local physicians or

dentists can be secured by proper approach and they may well be included in such a committee.

STEP THREE

Whether a school works alone or with the support of such an organization, the understanding of the parents as to what the school is driving at can be furthered by the distribution of such literature as that prepared by the United States Bureau of Education for this purpose in its booklet, *Is Your Child Ready for School?* which applies not only to the child at entrance, but throughout his school career. This publication may be had in quantity at such a price as to make its free distribution easily worth the cost in the results attained. (Single copy, 10 cents; additional copies, 4 cents each.)

STEP FOUR

Making the most of existing agencies.—The official or committee organizing the school health activities should find out what assistance, if any, can be had from existing agencies. There is always (a) a State Department of Education; (b) a State Department of Health and, in some localities; (c) a county or district public health organization. There is no uniformity among the States in the assignment of the supervision of school health work to State educational or health authorities, nor as to the powers or personnel for such work in either department. In some States little assistance can be had from one or the other. In most States, however, the department of health can be expected to be helpful in determining certain essentials of sanitation, especially as to the safety of the water supply and the sewage disposal. A county health organization will no doubt be glad to conduct a sanitary investigation and may be able to offer the assistance of a nurse or a physician in connection with the physical examination of school children.

STEP FIVE

Having determined what help can be had from the sources mentioned, they should be called upon to suggest any needed changes in the school plant. Where no such assistance is available, the health committee or teachers can make their own survey of school needs and for this purpose appraisal forms for rural schools such as have been published by the

Massachusetts Institute of Technology and by the Iowa Department of Health are available. Among the important conditions which call for investigation are: (1) Size and condition of playground, (2) safety of water supply, (3) safe delivery of water to pupils, (4) model toilets, (5) facilities for washing, (6) heating and ventilation, (7) lighting and shading, (8) condition of blackboards, (9) seats and seating, (10) time and methods of cleaning the school, (11) fire protection, and (12) facilities for preparing or serving the school lunch.

Unhealthful conditions found in the survey should be removed as early as possible. The school plant should be a model of sanitation for the students.

STEP SIX

Health examinations (medical and dental inspection).—If the home has been brought into full understanding of the health work of the school, the efforts at putting the child in his best condition to profit from his school work and to enjoy life should go smoothly.

(a) *Communicable diseases (including skin diseases).*—If the symptoms of communicable disease are not detected by the parent and the child is not kept at home, the teacher becomes, of necessity, the examiner for these conditions. No nurse nor physician can take her place, for, when these are employed, they are rarely in daily attendance.

(b) *Defects.*—If there is a county health organization it may be possible to secure its help in making yearly examinations of pupils for physical defects, or the local physician may be employed to do this. (In rural New York they are paid from 50 cents to \$1.50 per examination.) But, even if this assistance is to be had, the observations of the teacher are of the greatest value, for she is in the strategic position for knowing her pupils. In many schools she is the only examiner. Her proficiency as an examiner will, of course, depend on her preparation, but with the help of such explanations as are given in a publication of the United States Bureau of Education, "What Every Teacher Should Know About the Physical Condition of Her Pupils," she can do very well without personal instruction. Her interest in the child should make her keen to see that any hampering defects of real consequence are reported tactfully to the parent. Like those of any other school examiner her findings are given only as opinions of what "seem" needed repairs or regulation of the bodily machine, for the physician consulted by the family is the source of final decision. Where parents can not afford such a final consultation the Parent-Teacher Association becomes, again, a source of help.

(c) *Dental defects.*—Aside from aching teeth or infected gums which need no skill for their finding, and should receive immediate attention), the examination for dental defects should best be made by a dentist, for we are especially concerned with the beginnings of decay in permanent teeth. It is still better to anticipate decay by finding and removing faults of development. (See "Better Teeth" Health Education Series No. 20, United States Bureau of Education). However, if no dentist or dental hygienist is available, the teacher should look for beginning decay, especially in the permanent teeth, and she can find it as well as the average physician or nurse.

Whether examinations are made by teachers or by others, only such defects (aside from beginning dental decay) as seem to interfere with health or school progress should be reported to the parents. Every effort should be put forth to see that children found defective are referred by parents to their physicians, since otherwise the finding of defects is a waste of time. If the parents have been properly informed, however, as to what the school is "driving at in its health work, much effort will hardly be needed. Where parents are unable to secure treatment of their children, and this is not afforded by existing public means (such as traveling State clinics or near-by hospitals), the Parent-Teacher Association should help to solve the problem.

STEP SEVEN

Health education.—The physical examination of the child becomes the objective beginning of his interest in his body and its working, and in the practice of habits conducive to health. Periodic weighing and measuring (at least once a term) should interest him in his growth and serve also as pegs on which to hang health lessons. Daily inspection for cleanliness and for signs of communicable disease help as reminders of the importance of health.

Health teaching in the lower grades consists chiefly in the effort to secure the habitual practice of a few things which are done by every one who has attained his highest degree of health. They are as old as the hills, for in getting a child to go to bed at such an hour that he will arise refreshed and in time for an early breakfast, we are only insisting, in prosy modern parlance, on the carrying out of the ancient adage "early to bed and early to rise makes a man healthy and wealthy and wise." To-day, as of old, plenty of sleep and readiness for work at the appointed time are fundamental to attaining the chief ends of education—health, wisdom, and making a living. Through the explanation to older children of the reasons for practices affecting the health

of self and of others (and particularly of the child before birth and in his first years) the foundations for better health can be laid for the generations to come.

Old adages may be preferable to some twentieth century rules for health practices in that they are not unduly specific. Children are not alike and can not be made so. No child can sleep a certain definite number of hours to order, nor is a specified number of glasses of water or glasses of milk (even if all glasses held the same amount) just right for every child under every condition. The teacher will need to exercise common sense in her health teaching and in her appraisal of the response of her pupils.

Helps for health teaching have been published in State courses of study and physical education syllabi, by the United States Bureau of Education, by the National Education Association, by the Tuberculosis Association, by the American Child Health Association, etc. A practical guide for interesting elementary children is *Suggestions for a Program of Health Teaching in Elementary Schools*, by J. Mace Andress and Mabel C. Bragg, Health Education Series No. 10, United States Bureau of Education, price 10 cents. *Health Education in Rural Schools*, by J. Mace Andress (Houghton, Mifflin Co., New York, N. Y.), is a more comprehensive book on the subject. There are many excellent textbooks on hygiene for use with children beyond the fourth grade.

Before beginning work along this line it will be well to find out, for later comparison of results, the present practice of health habits by the pupils and the information they possess. For the latter purpose the Gates-Strang health knowledge test for each grade is perhaps the most satisfactory. This may be secured from the bureau of publications, Columbia University, New York, N. Y.

STEP EIGHT

The school lunch.—The nutrition of the child is of more importance than anything else, and while it depends on other factors besides feeding, this is, of course, pre-eminent. It is therefore important that the school lunch, both in content and service, should be all that it can be and that it serve as an object lesson in hygiene and sanitation.

In consolidated schools the preparation of various foods with cafeteria service will often be essential; but in the small school, while it is often well for the teacher to prepare one dish (as soup or cocoa) for all children, the remainder of the meal will be carried from home. The home must be brought into cooperation if the foods are the most desirable. Through the distribution of bulletins, such as *The Lunch Hour at School*, Health Education Series

No. 7, United States Bureau of Education, the contents of the lunch box can be improved.

In cold weather warm food is desirable and a simple plan for warming dishes brought from home, worked out by Jeannette E. Pugh, R. N., has been widely adopted.

The food to be warmed is brought in a wide-mouthed half-pint fruit jar. The apparatus for heating consists of a two-burner oil stove and a wash boiler with a home-made wire or tin rack for holding the cans and to keep them off the bottom of the boiler. (For a small school a one-burner stove and dish pan will serve the purpose.)

About 1 inch of water is needed in the boiler. Before school opens the pupils place their jars in the rack in the boiler. At about 11 o'clock the stove is set going and the food steamed for 30 minutes.

In preparation for lunch, the following outfit has been found adequate: (1) A 10-cent oil can containing liquid soap; (2) a faucet drinking fountain with drain pail (a faucet attached to the wash boiler will be better, or a pitcher will answer the purpose, and warm water from the wash boiler can be used); (3) paper towels or individual towels; (4) a box of toothpicks; (5) paper napkins.

At noon the pupils are lined up and as they pass, each receives from the teacher or one of the pupils sufficient soap in his palms which he rubs over his hands; he then washes under the faucet or with water from the pitcher manipulated by a pupil. He dries his hands with a paper towel, cleans his nails with a toothpick, throws the towel and pick in a waste basket, takes a paper napkin and his half-pint of warm food from the tray and returns to his seat. He then spreads the napkin on his desk and arranges on it the contents of his lunch box. Thirty-five pupils can carry out the procedure of preparation in seven minutes. The cost is slight and the object lesson in sanitary handling of food is most valuable.

In consolidated schools the sanitary arrangements need not be so simple, but they should be made use of as systematically.

STEP NINE

With physical education, we return to the starting point of health work, namely, to the playground, which was mentioned earlier as an essential feature of the school outfit. It should be ample in size (an acre for a 1-room school is not too large) and it should have such supervision by the teacher as will permit its free use by all pupils. If the children are among those unfortunates who do not know games appropriate to their ages, the teacher should either teach them herself

or utilize older children for this purpose. Games and other activities are described in the physical education syllabi of many States or can be found in the bulletin of this bureau, Games and Equipment for Small Rural Schools, Physical Education Series No. 8, price 5 cents. Another publication is Graded Games for Rural Schools, by A. R. Ross. (A. S. Barnes & Co., New York, N. Y.)

STEP TEN

Special workers.—All school health work goes best under expert supervision and, where possible, county or district supervision should be secured. A school health director can develop, county-wide, such a program as has been outlined. He or she will obtain available assistance from State or local authorities, interest parents, physicians, and dentists, and secure their cooperation; look after sanitary conditions; instruct and direct teachers in their work of discovering defects and diseases; help in securing the correction of defects (traveling dental and other clinics have been developed in some counties) and instruct teachers in methods of stimulating health habits and of imparting health information.

Such health directors (either physicians, school nurses, physical educators, or "health directors" with especially broad training) are not yet easy to obtain, but they are employed in many counties. They are worth all they cost in placing health as the first objective of education.

Special classes.—The education of children seriously handicapped in limb, or with very defective vision, hearing, or speech can be specially arranged for in counties or other populous units. The proportion of such children varies greatly, but is, roughly, 1 to 500 of the general school enrollment for each of the defects named. As classes need to be small, a school population of 5,000 may find it desirable to combine in employing special teachers and establishing special classes with suitable transportation facilities. A sight-saving class has been formed for Ottawa County, Ohio, at Oak Harbor, and one for crippled children of Belmont County, Ohio, at Barnesville, and doubtless there are other such schools in rural sections. Where nothing more is done for the child with serious visual defects he should, besides being adequately looked after by an oculist, be supplied with special large-print books, and other sight-saving materials.

For the child handicapped by defective hearing or defective speech the establishment of regular classes is not essential, but such children may be helped by individual instruction according to their needs.

A recent publication of this bureau on The Hard of Hearing Child gives informa-

tion in regard to the special handling of such children. The Society for the Prevention of Blindness, 370 Seventh Avenue, New York City, and the International Society for Crippled Children, Elyria, Ohio, are sources of information on their respective interests.

We fall far short of perfect results in the teaching of the three R's, and we need not therefore be discouraged if in our health work we do not attain all we hope for. As regards defects, in a city where highly organized work has been carried on by physician and nurse for years, a recent annual report shows that not half of the visual defects found are corrected, that only one out of five children having defective nasal breathing is relieved, only one out of three with diseased ears is treated, and only one out of five with defective speech is helped. A sympathetic and tactful teacher in a rural school ought to accomplish more than this. If the physical handicaps of one child are lessened, or the sum of his energy for work and for the enjoyment of life is increased, it is worth while, even if the ninety and nine may not be apparently the better for our efforts. Besides, the effects of health work, like those of mental training, are not usually tangible or measurable and the former, though not immediately apparent, may extend to future generations.

Employment Certificates Issued in New York

Nearly 54,000 boys and girls under 16 years of age were released from full-time school attendance in New York State and were granted employment certificates during the year ending August, 1926, according to figures recently compiled by the New York Child-labor Committee in cooperation with the State education department. About 90 per cent of the total number of children were from city schools. Nearly four-fifths of the 53,644 children, 42,530, remained in school until their fifteenth birthday, and three-fifths of the pupils who left school to enter industry had completed at least the eighth grade. Under the law no child under 15 may receive an employment certificate unless he has graduated from an elementary school. Only 9.69 per cent of those applying were refused permits, due in most cases to lack of physical fitness.

To discourage the commercial exploitation of children, the Parent-Teacher Federation of Southern California refuses to indorse clubs organized by theatrical or motion-picture exhibitors or producers for Saturday performances in theaters.

Canadian Schools Offer Lessons in Music

Group piano lessons under a qualified teacher are given children in schools of Kitchener, Province of Ontario, Canada. The purpose of the plan, which has been in operation for four years, is to introduce music into every home. At present 140 children are under instruction. Groups are composed of about eight children, and the lesson period is half an hour. Only one piano is used for a class; each child in turn receives individual instruction on it, and dummy keyboards provide practice for the other children. Two lessons a week are given, and the cost to each pupil is 25 cents per lesson. The plan is promoted by the Canadian bureau for the advancement of music. It has been introduced into schools in Toronto, Montreal, London, and other places. The only financial responsibility assumed by local boards of education is for physical equipment. The teacher, however, must be acceptable to the board.

Alabama Makes Provision for Blind Persons

Special service for blind persons in Alabama for whose training and employment other provision has not been made has been inaugurated by the State Department of Education, in accordance with recent enactment of the legislature. The training will be given through the rehabilitation service of the division of vocational education. A field agent has been appointed, formerly a county superintendent of child welfare and attendance. The purpose is to train a large number of competent blind men and women for positions in the industries. Others will be employed in institutions already maintained for the purpose in Birmingham and Mobile.

Systematic Study of Money by Elementary Pupils

A course of instruction in money management will be given experimentally to elementary pupils in two grades of Driscoll and Devotion schools, Brookline, Mass. The course was planned by a member of the faculty of the high school who is chairman of the economics committee of the Massachusetts Teachers Federation. It is a systematic study of the implications of money as they confront the self-supporting adult: The necessity for work; capacity to earn; usefulness of work to others; payment in return for service; and use of money in saving, spending, and giving.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

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JUNE, 1928

The National Congress of Parents and Teachers met in thirty-second annual convention at Cleveland April 30 to May 4.

The "summer round-up" will be conducted again this year by that organization to stimulate interest in the health of children, and especially to send to the schools in the autumn a class of new pupils 100 per cent free from remediable defects.

Articles were expected for this issue of *SCHOOL LIFE* upon both these subjects, but the preparation of the articles was prevented by untoward accidents which could not have been foreseen.



Educational Surveys as a Bureau Function

IT IS the function of good administration to examine its policies and practices from time to time in the light of practical results. Such an evaluation is essential not alone in a large organization in which the administrator, because of the pressure of larger and more important projects, may temporarily lose contact with individuals, and minor contributory ones; it is equally, perhaps even more, necessary in a small organization where conservation of time and effort of a staff which is at best inadequate to the demands made upon it is particularly essential. When there is an accumulation of projects, as in the Bureau of Education, careful selection must be made to insure the most economical use of the available staff. Each project must be weighed as to its relative value, measured by costs and results.

One of the most important activities in which the Bureau of Education engages is that of conducting surveys of educational systems. This is a service in which it has been a pioneer, going back to the days when Henry Barnard, the first Commissioner of Education, made a survey of the school system of the city of Washington.

Of recent years the calls upon the bureau for educational surveys have been made in greater numbers than the facilities provided enable it to meet. Demands on the time of members of the

small staff, who of necessity must carry on regularly established work in addition to surveys, made acceptance of several of these important projects prohibitive.

The Commissioner of Education is forced by the circumstances of the case in the interest of efficient administration to weigh with particular care the whole policy of engaging in educational surveys, since it is one of the most arduous and time-consuming, as well as highly technical in several professional lines, of the varied services of the bureau. The matter is especially pertinent at this time in view of the increasing demands for new types of the regular or continuing service due to the growing recognition of education as a prolific field for scientific study, the professionalization of teaching, the increasing school population, the establishment of new types of educational research, and the need for varied and extensive experimentation of an educational nature.

The immediate administrative question is, What proportion of the time of the regular staff can economically be allotted to a type of educational work, however valuable, which necessarily involves the postponement or elimination of other types of established service expected by school officials of the United States or the general public? The answer involves analysis of the situation from two points of view: (1) Is the direction of educational surveys an essential service function of the Bureau of Education? (2) What definite results, if any, have come from such as have been made and may, therefore, be expected in the future, to justify continuation of this function?

The former involves a consideration of whether or not school systems desiring surveys can receive equivalent service at a cost and under conditions equally satisfactory elsewhere than from the bureau.

It is well known that there are certain services which the Federal bureau is the sole organization to render to the schools of the United States. In the survey field, however, numerous other organizations, such as the general education board, committees or groups subsidized by foundations or other types of funds, schools of education in both private and public higher institutions of learning, are engaged. These agencies render a high type of service and their work is of unquestioned merit.

Among the considerations which have placed the Bureau of Education in an advantageous position for conducting surveys, emphasized by school officials, two seem of special importance: (1) It is a Federal bureau with nation-wide interests and activities and has, by virtue of its position and opportunities for continuous study extending over a period of years, an unusually wide knowledge of school conditions in the several States as

well as an unbiased and sympathetic attitude toward the relationship between local situations and school progress. It is thus enabled to analyze situations and to recommend constructive programs with the single consideration of the welfare of the system studied.

The relationship which the Bureau of Education bears to the several States—acting as a clearing house of information, rendering general advisory service, and cooperating in the promotion of the cause of education generally—is similar in many important respects to that of State departments of education to local systems within States and contributes to mutual confidence and cooperation.

(2) The expense of conducting extensive or intensive surveys is frequently a matter of moment to school systems needing such studies. Specialists in education acting for limited periods as consultants or as conductors of educational studies generally exact liberal fees for their services. The Bureau of Education places its staff at the disposal of State or other school officials without cost to them. It has an established organization which functions effectively in the collection and tabulation of statistical information collected in survey studies; a stenographic and clerical force trained in educational work; an editorial service experienced in the preparation and publication of manuscripts, and other similar advantages, all of which it can furnish without cost or at a very nominal one. A comparison of costs of bureau surveys with those conducted by other organizations offers ample evidence.

Judged from the point of view of opportunity for broad experience and understanding; of its equipment as a functioning organization for the purpose; of economy to the school system surveyed, the Bureau of Education appears to be especially well fitted for directing educational surveys. In a number of the systems surveyed in the past the cost of securing other organizations would probably have delayed or entirely prevented conduct of the survey had the services of the bureau been denied.

Judging results of surveys in terms of changed school policies and practices involves careful consideration. The policy of the Bureau of Education differs somewhat from that of other organizations in its attitude toward such "follow-up" service as systematically advocating recommendations made, converting school officials and the public to a favorable attitude to the policies recommended, etc., as is generally practiced by other organizations. The Bureau of Education undertakes educational surveys only when there is reasonable expectation that its recommendations will be adopted or carried out in so far as possible. It does

not, however, assume responsibility for converting either school officials or the public to the policies recommended, believing that to be the function of local and State officials. Such officials are free, therefore, to adopt or reject the policies recommended as they see fit. As a Federal organization it does not impose recommendations on State or local systems.

In general it is the policy in surveys made by the bureau to outline a long-term program which can not be and is not intended to be consummated immediately. Legislation, bond issues, etc., require usually a period of years for consummation. While it is expected that progress will be made in the right direction within a reasonable period, immediate results are not usually expected for the program as a whole.

Bearing in mind the foregoing as factors in analyzing results attained through educational surveys, and the further factor that many important educational results are intangible and difficult to evaluate in any objective way, the best available means of judging results appears to be reports furnished by the school officials in the systems surveyed. They are in touch with the situation and in a strategic position to judge. Because of time and expense involved if reports were collected through visiting the various school systems and interviewing officials distributed over the United States, involving State, county, city, and other types of local systems, it was decided to use for the purpose letters and reports directly from the officials in charge. Some of these were already at hand, others were received in response to requests sent out explaining the purpose and nature of the request and the use to which replies were to be put.

A study of these letters and reports seems to justify the following conclusions:

(1) Surveys made by the Bureau of Education have in all cases been accepted as worthy contributions to the educational welfare of the system studied by the school officials most interested.

(2) They have in practically every case furnished a systematic plan or program toward the accomplishment of which school officials have directed their efforts intelligently and systematically.

(3) In a large per cent of the systems surveyed the full program in its essentials has been or is being carried out as recommended. In others in which the achievement of the ultimate aim is still in the future, plans of school officials are being made with a view to fitting in progressive measures as achieved with the larger plan recommended in the survey.

(4) In practically all systems the survey study with its wealth of statistical information and comparisons among school

Nursery-Kindergarten-Primary Workers at Grand Rapids

By ROBERTA HEMINGWAY

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THE thirty-fifth annual convention of the International Kindergarten Union in Grand Rapids, Mich., the week of April 16, brought together more than 2,000 educators—nearly 1,000 more than the number enrolled for any previous meeting of this organization.

Some who attended the convention had nursery schools as their special interest, others the kindergarten, and still others the primary grades. All were equally interested in presenting, discussing, or hearing about methods of teaching children from babyhood throughout the entire school life. The International Kindergarten Union has indeed outgrown its name and has become the international organization for childhood education. Continuity in educational experience was the central thought throughout the entire program.

In the regular meetings, the topics under consideration included supervision of teaching from the standpoint of the classroom teacher and the supervisor; nursery school and parental education; classroom activities of young children; significance of the beginnings of education; and opportunities for national and international cooperation in their relation to world fellowship through education.

The exhibit of commercial products and that of the work of children in the early elementary grades of the Grand Rapids schools gave helpful information to all who saw them. The children's exhibit featured units of activities. For example, one booth demonstrated work with farm life and showed how interrelated construction work, reading, number work, nature study, and other curriculum subjects are essential to the first-grade child's process of learning.

One morning was spent in visiting Grand Rapids schools. So well organized

was this part of the program that each person might select the work he wished to see demonstrated, join a group interested in the same phase of teaching, and visit a designated school under the guidance of a group leader. Subjects for observation included social studies, oral language, health activities, and music and rhythms. The development of each of these subjects was followed by the group from the nursery school to the kindergarten and on into the first and second grades. The morning's observation was followed by valuable discussion directed by the group leader.

A regular feature of the International Kindergarten Union is the greeting brought by the "international" members from their several countries. This year three delegates from Cuba, Señoritas Rosa Trujillo, Catalina Fernandez de los Rios, and Dulce Maria de La Gandara, appointed by Dr. Alfredo M. Aguayo, Secretary of Education, brought greetings from the groups which they represented. Two of these ladies are members of the National Kindergarten Association of Cuba. Miss Annie Howe, for many years in charge of the Glory Kindergarten Training School of Japan, gave her greeting in the Japanese language and manner.

Memorial services, held for three distinguished kindergarten leaders, Annie Laws, Elizabeth Harrison, and Mary Boomer Page, were conducted inspiringly and with simple dignity in keeping with the character and life work of these women.

Delegates went home from the convention with wholesome satisfaction in the steps they have taken in line with the educational principles of nursery-kindergarten-primary education, as well as with eagerness to face new difficulties to be overcome.

systems has served as a basis which school officers have used to familiarize the people with the status of the local system and its place among other progressive systems in the United States. Such information is recognized as a valuable incentive to further progress.

(5) In a few systems, after a lapse of several years, sections or portions of the recommendations have been adopted which have been of special significance to school progress and which, while not directly traceable to any one cause, show,

in the opinion of school officials, the influence of the survey study.

(6) Besides these results affecting the systems studied, Bureau of Education surveys have a wide circulation in the country at large. The demand for them usually exceeds the supply. They stimulate school officers elsewhere to study their own systems scientifically and statistically. As a result many receive, directly and indirectly, valuable suggestions for the revision of policies and practices.—John J. Tigert.

A Design Project Based on the Study of Japanese Art

By L. BEATRICE CORKRAN

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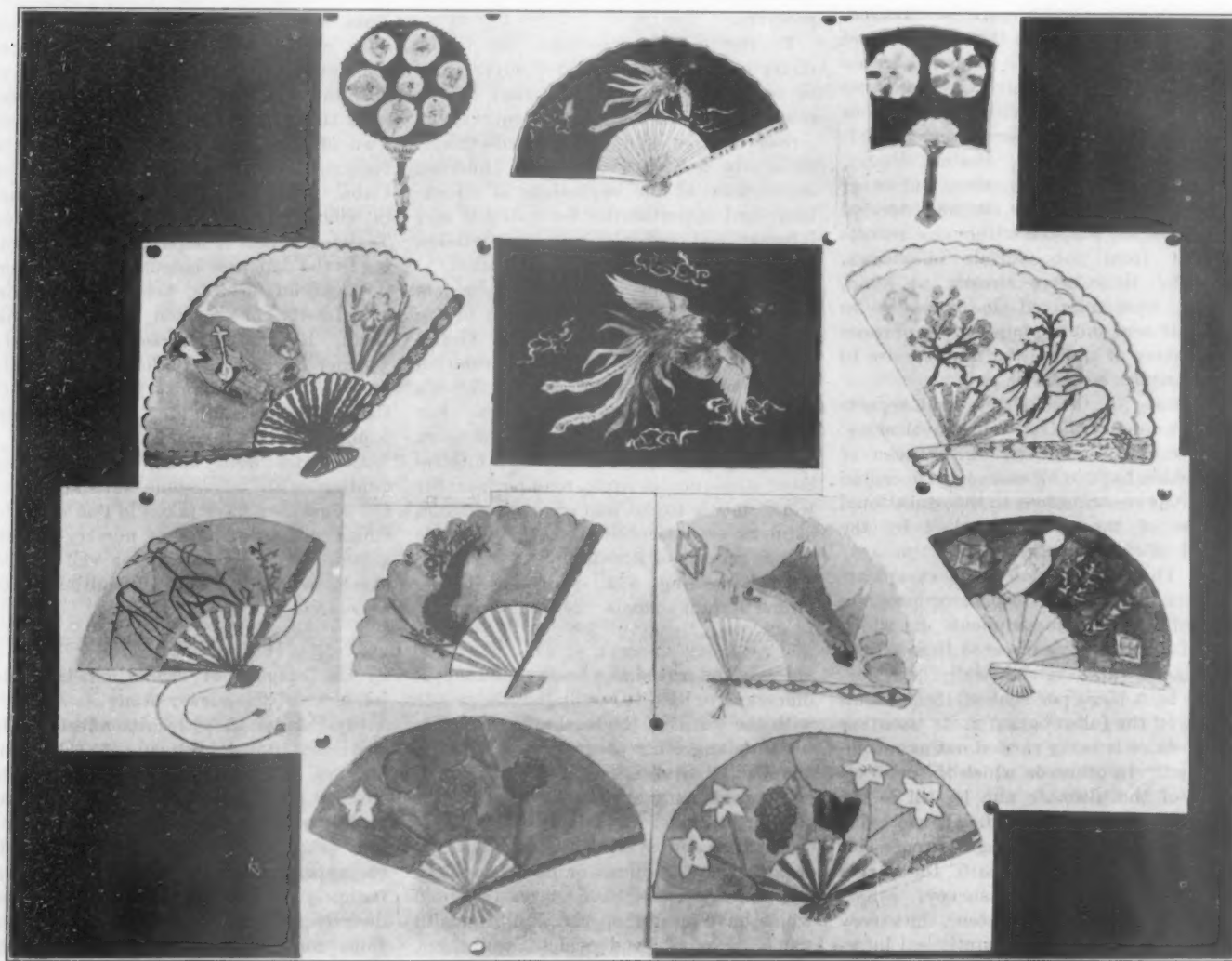
ALL ART is based on convention in the terms of which its meaning is expressed. If we would understand Japanese art we must accept its conventions—we must see with their eyes; its conventions shown in their color printing, metal work, carving, glazing, painting, lacquering, landscape gardening, and flower arrangement. And we must see their gay kimono-clad children at shuttlecock and battledore; or demurely kneeling beside a low bench in school writing with a brush; see them don their grotesque masks and flying drapery for an afternoon's entertainment; prostrating their "honorable" little bodies before a much prized kakemono; or visiting with their family at festival time the parks and gardens for which Japan is famous.

The Japanese alcove illustrated and described in *SCHOOL LIFE* of May, 1926, was the basis of a term's work culminating in a design problem, the fan. It consists of bowls and vases of Uno, Oribe, and Awaji ware, inlaid sword-guards, a cloisonné saucer, a gold incrustated tortoise-shell comb, a lacquered box, lengths of kimono cloth and figured towels, color prints, "Japanese Children"—a delightful story book, and a book of heraldic devices.

The two books and the sword guards were the only objects of immediate interest to the children (Grades I-VI). The other art was foreign indeed. Its points of excellence needed explaining, its history told before a desire for studying the objects was created.

Talks were given on each type of art as its specimen was considered; how the Japanese workmen seated on the floor hold tools with feet and hands; of their refined taste and love of natural forms in art; of their lack of haste in creating a lovely thing and their former lack of interest in quantity production. The sword guards' history, besides being a point of contact, was a delight to the boys. They more readily observed the hair-line chasing and relief designs in sword and tsuba when they knew of the unsurpassed skill in tempering of those steel blades. The pottery took on a new interest when they heard of the many martyrs to the secrets of glaze making; and how the "slip" is prepared and lies curing in damp rooms for a generation; how it was sifted through a silk sieve many times and run between magnets to draw out iron particles which when fired would melt and spoil the pottery.

Then questions began to come. "What is lacquer?" "What is cloisonné? It rings." "Why are there no glass and frames on Japanese pictures?" "Why are they painted on silk?"



Fans were selected for variety in shape and color

Books on Japanese fairy tales, games, and customs, flower festivals and holidays were put at the pupils' disposal. Stories of the tea plant's mystic origin and the quiet decorum of the tea ceremony were told to give an atmosphere in which they

the Japanese children see: Rows of corner weighted votive lanterns, the Torii, the red lacquered bridge, the Nekko, the finely balanced, gold roofed temples stored with the art of centuries, and a terraced garden over which floats the soft reverberations of the deep-toned temple bell.

Silk lanterns, a silk kake-mono and color prints exemplified the use of soft monochromatic color schemes; while six beautiful silk and feather fans illustrated brilliant color. And the service of the fan itself was discussed; the ceremonial fan, the fan carried by the Emperor; the holiday fan; the fan in the hand of the referee at a wrestling match, by the movement of which the sport was regulated and the winner decided.

Then every child of the 800 was to design a fan. Work was begun in lower grades with the study of standard forms, square, ellipse, circle, triangle and rectangle. These shapes were changed, and made more interesting, by truncating the corners and modifying the edges with convex or concave curves. Handles of all sorts were designed and added to the form most fitting. Their decorations must be

Chinese vase of the Ming dynasty was loaned and its potter's mark in seal characters was a source of interest to all who saw it. Several children copied the blue and rose enameled figures on their fans. Upper grade pupils drew the folding fan with ornamented sticks. We aimed at variety in color treatment as well as in design. So no two fans were alike. The fans photographed are a few showing the most intense color. The peacock motif in the upper fan was reduced in size from the drawing below, which was copied in water color from a rich silk embroidery scarf shown in the alcove on the cover page of *SCHOOL LIFE* of May, 1926.

If art appreciation is an emotional response to things beautiful, not only our project but our aim has been accomplished.

Meaning of Unfamiliar Words

Tsuba—sword guard with opening for three blades.

Kakemono—picture or painting on silk, lengthwise.

Slip—basic clay mixture for making pottery.

Netsuke—a carved or jeweled toggle worn as a weight on a card passed through the sash to prevent the inro and pipe and tobacco bag from slipping.

Inro—the medicine box or case.

Reference Material for Teaching the Project

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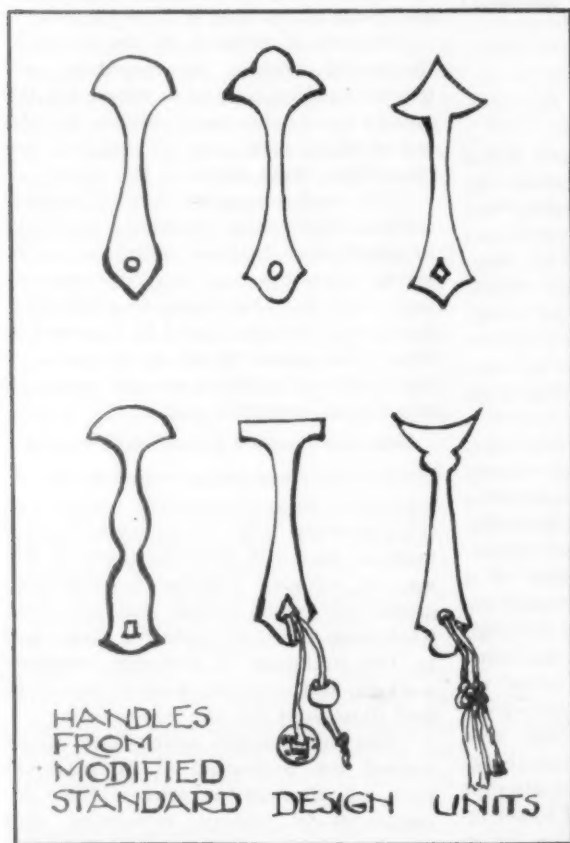
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History of Chinese Porcelain. Monk-house.



L. BEATRICE CORKRAN

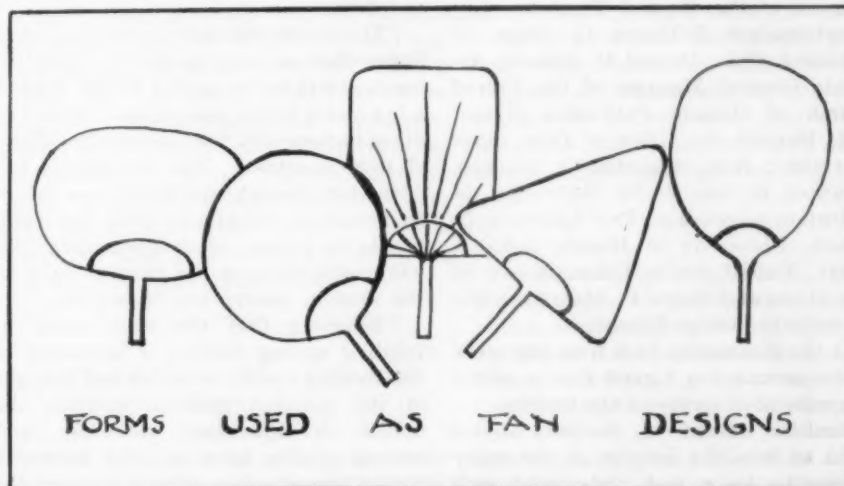
might work. Blue and white sake bowls and rice bowls with ivory chop sticks were arranged on a black and gold lacquered tray. We dramatized "The Tongue Cut Sparrow." Flower arrangement in the Japanese manner was discussed, using sprays of cherry blossoms in different bowls and vases.

We studied the rosette and diaper patterns on Satsuma and Willow Ware plates; the warm brown color and slightly crackled glaze, the prunus twigs and Satsuma emblem on the one; the natural arrangement of trees, temples, houses and people—though some parts were seen to be conventionalized—on the other. We noticed how skillful are the Japanese in creating rhythmic ornament without repetition of units.

When the period for object drawing came, every piece in the collection presented a challenge to some boy or girl in each grade.

Interesting, too, were pictures of the carved netsuke as worn by the men, and the lacquered inro, the medicine box, which it held within the sash; and things

authentic, must be adapted from the art objects before them, because "Reticence is the keynote of Japanese art, but what decoration there is is of exquisite quality." Much material was at hand, for the collection was augmented almost daily by librarians, women's clubs, and interested patrons. For comparison, a copy of a rare hexagonal



Commission on International Implications of Education

Proceedings in Connection with World Conference on International Justice. Comprehensive Survey of Opportunities to Help the Peoples of the World to Know and Understand Each Other. Substance of Report to Plenary Session

By JAMES F. ABEL,
Secretary to the Commission

CONSIDERATION of a practical program of education for the promotion of international good will occupied the time and attention of the Commission on the International Implications of Education during its three sessions as a part of the World Conference on International Justice held at Cleveland, Ohio, May 7 to 11, to celebrate the hundredth anniversary of the founding of the American Peace Society.

The Commission on Education, presided over by Dr. John J. Tigert, United States Commissioner of Education, was one of five groups selected by the American Peace Society to make intensive studies in the respective fields of commerce and industry, justice, education, religion, and the social agencies to ascertain how they may help toward better world relations. It held one session each for (a) the elementary, secondary, and normal schools, (b) institutions of university rank, and (c) education agencies allied to the schools.

Personnel Comprised Representative Men

The commission included in its personnel: Hon. John L. Clifton, Director of Education of Ohio; Miss Cornelia Adair, President of the National Education Association; Dr. William F. Russell, Dean of Teachers College, Columbia University; Dr. Harry B. Wilson, Director of the Junior Red Cross; President George F. Zook, of Akron University, Ohio; Mrs. S. M. N. Marrs, President of the National Congress of Parents and Teachers; City Superintendent Robinson G. Jones, of Cleveland, Ohio; Donald M. Solandt, Associate General Manager of the United Church of Canada Publishing House; Prof. Herbert A. Miller of Ohio State University; Hon. Augustus O. Thomas, President of the World Federation of Education Association; Prof. Lawrence D. Egbert, University of Illinois; John J. Tigert, United States Commissioner of Education; and James F. Abel, Associate Specialist in Foreign Education.

As the discussions took from the work of the commission turned into a rather comprehensive survey of the limitless opportunities offered in the educational world to help the peoples of the many nations to know and understand each other, and of the use that is now made of

those opportunities. It developed actual activities of an amount and variety far beyond the belief of the uninitiated and surprising even to the experienced school men and women who made up the commission. Realizing that these efforts should be better known generally the commission expressed to the American Peace Society the hope that its proceedings would be printed and given wide distribution.

Instruction for promoting better international relations is now given largely through the media of other subjects in the curricula. It does not in itself generally constitute a separate and formal course. Formulating even broad outlines of a course, if one is desirable, is a task requiring much time and effort, a thorough knowledge of what is now done, and some scientific investigation of the actual results that are produced. Its details must depend on the conditions in the area where it is to be used. With these things in mind the commission did not attempt in the short time at its disposal to set up a formal course either in outline or in detail, but recommended to the Peace Society that a continuing survey of the educational activities looking toward better international relationships be carried on by the commission or some similar organization formed for that purpose.

Understanding Will Come Through Education

The commission reported to the final plenary session of the society, in part, as follows:

"The 25,000,000 children in the United States that are being taught by 1,000,000 teachers will be in control of this Nation a few years hence, just as the children of other nations will then direct the affairs of their countries. The commission has faith that through education these future leaders of the world may bring the many people to a plane of understanding that will enable them to live harmoniously in the modern conception of society.

"Believing that the main cause of troubles among nations is ignorance of the varying conditions of life and thought in the different national entities, the session on elementary, secondary, and normal schools gave its chief attention to the opportunities offered through the teaching of geography, history, civics, liter-

ature, modern languages, music, and art, to develop in the students in each country an adequate understanding and appreciation of life in other countries. Many specific instances were presented of mutual interest in and good will toward children of other countries roused by well-directed and vitalized teaching of these subjects.

"Reports of research in the status of the social sciences in secondary and teacher-training schools to determine the natural social attitudes of children and the actual effect upon them of social-science instruction, were made to the session.

"The session suggests that in teacher-training institutions instruction be given to prospective teachers and teachers in service that they may have a clear concept of the need for common understanding among all peoples, and be prepared to bring their pupils to an appreciation of that need and of the ways and means to attain that understanding.

Universities Provide Wholesome Social Contacts

"At the session of institutions of university rank, the peculiar function of the university in the discovery and statement of fact and its advantages in the way of bringing together cosmopolitan groups of young people and providing wholesome social contacts for them, and in the exchange of lecturers, research workers, and students, were presented to and illustrated for the commission.

"The universities have done much toward the promotion of international good will through the work of their departments of history, economics, and sociology in searching out and setting forth the causes of international conflicts, and their effects on society.

"A suggested program for the future includes (1) giving to every student, in whatever course he may pursue, an opportunity to familiarize himself with the fields of history, economics, and sociology; (2) offering such courses not only to the college student but through extension work to the entire adult population that the people may have opportunities to keep constantly abreast of international affairs and to familiarize themselves with the trend of international events; (3) providing for vastly more interchange of lecturers and students, and affording teachers and professors of international relations ample opportunity to participate in the international conferences now frequently held; (4) permitting and encouraging extra curricular student activities, such as cosmopolitan clubs and international student organizations; and (5) making the most of the contributions to university life that may come from the different national groups among the students.

"At the session for agencies allied with the schools, the director of the Junior Red Cross recounted its activities in giving needed help to foreign children,

sending Christmas gifts, exchanging school work and magazines and the like.

"The president of the World Federation of Education Associations reported that the federation is a society for the advancement of learning and culture throughout the world and for bringing the educators of the world together for the consideration of educational movements in the different countries. It does not seek to promote movements that are already fostered by others, but to correlate them in a definite program for international good will, friendship and justice. The federation is a clearing house for making universally known the most beneficial results of any kind of education. It is now giving attention to special committees and commissions on the teaching of certain materials and their effects upon the life of the child. The results of the studies will be available as soon as the work is completed, probably about the time of the Geneva Convention, 1929.

Parent-Teacher Associations Promote Good Will

"The contribution of the National Congress of Parents and Teachers toward promoting good will among nations includes (1) interpreting the good will programs of the schools to the general public; (2) co-operating with the schools in carrying out their programs; (3) developing right social attitudes in the preschool child; (4) making the home a laboratory for working out good will projects instituted by the schools, the churches, and other agencies; (5) developing among the parents of all nations a united interest in the welfare of all children, and promoting a worldwide program of peace and good will through the international federation of home and school.

"The president of the National Education Association reports that at its annual convention in 1927, the association reaffirmed its oft-repeated pronouncement in favor of every legitimate means for promoting world peace and understanding. Through the local, State, and national groups affiliated or allied with it, every teacher in the Nation may be reached in a very short time with a constructive program for international good will."

More than a fourth of the entire student body of Harvard College during the session 1926-27 were aided financially in meeting their expenses. Of \$200,200 disbursed for this purpose, \$129,500 was expended in scholarships and "aids" to 386 students, \$61,300 in loans to 442 students, and help from beneficiary funds amounting to \$9,400 was given to 109 students. In the Graduate School of Liberal Arts and Sciences, scholarships and fellowships to the value of \$71,225 were distributed to 145 students, and loans amounting to \$8,159 were made to 85 students.

Alaskan Reindeer Meat Rich in Protein

To determine the value of Alaskan reindeer meat for food, samples have been officially tested recently for chemical composition and nutritive value. It was found to possess high protein, low fat, and comparatively low moisture. The test is valuable in connection with the commercial introduction into the United States of reindeer as an article of food, as well as for the information of Alaskan natives, for whom reindeer meat provides a staple article of food.

Two departments of the Government are cooperating in the study, and the analyses and experiments followed a meeting in Washington between representatives of several bureaus of the Department of Agriculture and a representative of the Department of the Interior, Bureau of Education, the governmental agency charged with the promotion of the reindeer industry in connection with the educational work among Alaskan natives. Further experiments will be conducted, and results of the completed study will be incorporated in a popular bulletin on the cooking of reindeer meat, similar to bulletins on the cooking of beef and lamb.

Honors for Healthy and Good Children

A "blue-ribbon book" is kept in the health department of Mansfield, Ohio, in which the names, photographs, and records of "blue-ribbon children" are registered. A child, to be eligible to wear a blue ribbon, must be mentally normal, free from physical defects, reasonably co-operative in the practice of health habits, and satisfactory in his behavior and attitude to school environment. This practice is the outgrowth of remedial work in connection with the institution of child-health examinations in schools, participation in which increased from 720 children in 1921-22 to 4,919 in 1924-25, and culminated in a parade on Child Health Day, 1926, of nearly 3,700 blue-ribbon children, who were reviewed by the governor and his staff, and the State director of health. An annual blue-ribbon health day has become a local institution, and the blue-ribbon children have become the county's chief pride.—Glenn D. Rohleder, in *Educational Research Bulletin*.

Cultural Courses by Extension Methods

Cultural courses in philosophy, social science, history, languages and literature, art, biological and physical science,

psychology, and home economics will be offered this fall by the University of Wisconsin in afternoon and evening classes at the new university extension center in Milwaukee. The courses are considered an experiment in adult education, and if the demand warrants similar courses will be offered in other centers of the State. The purpose is to provide the foundation of a liberal education for those who desire it. Although the courses will be on a college or university plane and will be taught by competent instructors, they will carry no credit toward a degree; but for completion of 10 semester courses, consisting of 6 of the courses named and 4 from certain university credit or other specified courses, a certificate in liberal education will be awarded. Credit from other institutions possessed by students may be applied toward the requirements for a certificate. Persons working for a certificate will have special faculty advisers.

To Promote Acquaintance with Outdoor Activities

A summer "nature guide school" has been established in connection with the Senior Teachers College of Western Reserve University, Cleveland, Ohio, and the Cleveland School of Education. It is located at Western Reserve Academy, Hudson, Ohio, at the northern end of the Alleghenies, and for six weeks students will have access to 31 acres of wooded campus and 500 acres of farmland and forest. The school is intended primarily for the professional training of teachers in public schools of Cleveland, but parents and other students, men and women, will be accepted. A faculty of 14 members and 7 visiting lecturers has been provided. For satisfactory completion of the work of the school credit will be allowed toward an Ohio State teacher's certificate, and toward the degree of bachelor in education. The purpose of the school is to promote acquaintance with nature, outdoor and farm activities, and handcraft. Training will fit students for positions as playground leaders, scout and campfire naturalists, nature counselors in summer camps, nature park guides, and related work.

At Masten Park High School, Buffalo, N. Y., a class of boys followed the State outline in home economics for the ninth year, and they claim the distinction of being the first boys' group to earn regents credits for such work. More than a hundred boys of Hutchinson Central High School devoted one term to the study of clothing, and another term to work in foods.

Determination of Objectives Involves More than Mere Job Analyses

Industrial Education Not Limited to Vocational Training. Majority of Pupils in Manual Industrial Courses Have No Specific Vocational Objectives. Instructional Content of Non-specialized Courses to be Determined by Analyses of Life Situations

By MARIS M. PROFFITT

Specialist in Industrial Education, Bureau of Education

THAT industrial education should have a place in the public-school program is generally accepted, and the value of such training is conceded on the basis of empirical evidence. The specific objectives that should be set up for certain types of industrial courses, however, are the subject of much discussion. There is a demand that these be more carefully determined by means of scientific studies involving accurate analyses of situations and by experimental work. The method of procedure for determining the objectives of industrial education should be the same that modern practice applies to curriculum construction in any field.

Must Create Abilities for Life Activities

The whole value of any subject in the school curriculum is in direct proportion to the contribution that it can make toward creating desirable abilities for life activities. The problem in industrial education is to determine what desirable abilities can be developed more successfully by means of industrial subjects than by any other subjects. When we seek the value of industrial education on the basis of this theory we are at once face to face with the real problem of determining just how such courses function in life situations. What things do we do, or should do, the preparation for which can be met best by a course in industrial education, constitutes the problem.

For some of the types of industrial courses this task will be simple and comparatively easy; for other types of courses the problem will be complex and comparatively difficult. For vocational industrial courses, either of a preparatory character for immediate employment in the specific trade or on the completion of the course or a trade extension or related subject course for those already employed, the procedure is quite direct and the conclusion easily checked. The performance of a worker on an industrial job is the essential source of information. For example, a bricklayer has certain abilities in skill and knowledge which are sufficient to meet the demands of the job. From a job analysis of his work are selected those abilities which it is feasible to organize into a course of instruction. This consti-

tutes an immediate vocational objective. Trade abilities are the criteria for the objective.

Some schools, especially technical high schools, organize courses not on the basis of definite preparation for immediate entrance upon specific trade employment but upon the basis of ultimate employment in industrial work or in some related line. Such courses emphasize technical information and offer some shop practice in various lines. The objectives for such courses usually include some of the following: General foundational training for industrial work; propædæutic training for technical and engineering courses; training for jobs on a semi-technical or semiengineering level; foundational training for minor executive positions; training to help the individual to make adjustments to skilled and technical jobs when he enters upon employment; training to aid the individual to secure higher levels of work after entering employment.

Evaluation of Objectives Is Difficult

The evaluation of such objectives is much more difficult than is the determination of the immediate vocational objective. Whatever value such courses may have for vocational education, they are not so immediate and specific. It is difficult to find definite criteria for them. Usually considerable time elapses before the individual is employed on a vocational level where the value of his training can be definitely checked. In the meantime many other factors have entered into his experiences which complicate matters and make it difficult to differentiate between the abilities he has as a result of his school training and some other causes. In any situation the objective is only a mediate vocational objective.

There is still another objective, one which includes the majority of the pupils in manual-industrial types of courses and which is without any definite or specific vocational objectives. The usual aims set up for the junior high-school courses coming under this objective include exploratory training, opportunities for creative self-expression in media of concrete materials, developmental experience, industrial intelligence, and prevocational training.

Other types of courses included under the nonvocational objective, some at least of which are in the senior high school, have for their aim the training of consumers in the intelligent use and care of industrial products and services. For example, the home-mechanics courses or general mechanics courses offer training in the repair and maintenance of many articles about the home which necessitates some skill in the use of tools and some mechanical knowledge and industrial intelligence. These courses are for training in nonspecialized types of activities of a mechanical nature which will be performed anyway by the great majority of people and which training will help them to perform better. A course in auto mechanics organized definitely for car owners and drivers is another example of a course coming under the nonvocational objective.

The objectives for these nonspecialized types of courses and the instructional content for such courses are to be determined from analyses of life situations which will reveal the abilities in skill and knowledge that should be developed. This is a much more difficult problem than it is to determine the immediate vocational objectives, as the activities are so varied and in addition include such varying degrees of skill that the selection of criteria which will be generally acceptable constitutes a curriculum problem of the first magnitude.



And Now Librarians Have a Study Tour

A bibliographical personally conducted tour and pilgrimage, including visits to important book and library centers in Europe, has been planned for this summer under the direction of the librarian of Northwestern University. A woman librarian will accompany the party as counselor of women. On the outward trip daily talks on books and libraries will be made, and in the different European cities addresses in English will be given by representative librarians and booksellers. Noted libraries in Rome will be visited, as well as libraries in other Italian cities, in Paris, in Geneva, and cities in Germany, Belgium, Holland, and England.



Two courses dealing with problems encountered in work with children suffering from permanently defective vision will be offered this summer at the University of Chicago. They have to do with administrative, pedagogical, and ocular problems, and are the first of an advanced series to be given by the school of education and the medical school, intended primarily for graduate students having previous training in this field.

How Home Economics Functions In the Homes of Tulsa, Okla.

A Unit of the Sixth-Grade Instruction is the Making of a Dressing Table. Materials are Inexpensive but the Result is an Attractive Piece of Furniture. Girls Show Extraordinary Interest in the Work, and Their Mothers are Enthusiastic

By ETHEL BROOKS

Teacher of Home Economics, Lowell Junior High School, Tulsa, Okla.

WHEN it was decided to introduce a course in housekeeping into the sixth grade of some of the Tulsa schools, we began to analyze the situation to find out what were the most crying needs. The two schools where such courses are offered are in parts of the city where the population is more or less transient, homes very small, finances low, and comforts few, with the usual attending unattractiveness in surroundings. Before much of an appeal could be made to the girl to interest her in housekeeping, the problem had to be brought down to her own individual needs.

We found that few girls had any attractive or convenient place to keep their own personal belongings, such as underwear, hose, handkerchiefs, ties, beads, comb and brush, etc. These things were usually kept in a box, a suitcase, or the top of a trunk—or perhaps no place in particular. In order to give meaning to our teaching of the rule, "A place for everything and everything in its place," and to interest the girls in increasing the attractiveness of their homes at small cost, we decided to teach them how to make a dressing table from an orange box or two, how to paint it,

and how to make it attractive with dainty cretonne curtains. The curtains are the only real expense, for usually there are enough nails and paint around the home to be used for this.

The accompanying illustration shows the materials needed—two orange boxes, a board or two about three feet long for the top, and material for an extra shelf. The orange boxes are set on end. Pieces of board are sawed to make an extra shelf and nailed in place. The boards for the top are placed so that the ends are flush with the outside edges of the boxes, and nailed.

Add Braces if Needed for Strength

If the table does not seem substantial enough, a piece about 1 inch by 2 inches may be nailed between the boxes at the bottom to serve as a brace. We have done that on several of the tables, but it is not shown in the picture. If orange boxes are scarce, or if a girl does not care for so much room in her dressing table, one box may be used by sawing it in two lengthwise. The open sides are then closed with thin boards from other pack-



A dressing table complete and installed in the room of one of the makers

ing boxes and the extra shelf is adjusted. The effect is the same as if two boxes had been used.

The table shown in the picture where the girls are painting was made this way. After the table is made it is sandpapered to remove the rough places which might catch threads of clothing. Then the painting is done. A soft green makes a very attractive table, although almost any neutral color may be used, for practically the whole table is covered when finished. The function of the paint is not so much to add attractiveness as to make the wood smoother and easier to keep clean.

Harmonizing Colors for Attractiveness

Finally, the curtains are made. Three lengths of cretonne requiring two and two-third yards in all is enough. They are finished with a heading and casing at the top, and a two-inch hem at the bottom. Those shown in the picture are finished at the top with a ruffle of material matching the predominating color in the cretonne. A spring-rod obtained at the 10-cent store for 5 cents is inserted through the casing, stretched around the table and tacked in place. A tack is also placed at each corner and in the center to keep the curtain from slipping or sagging.

The curtain is adjusted so that the divisions between the three widths come in the center of the shelves if the table is made of two full sized orange boxes, or at the inner edge of the shelves if made of one box cut in two. After the spring rod has been stretched, the curtains do not slide well on it; therefore, they must be adjusted so as to make the shelves easily accessible. For a scarf, a piece of the cretonne bound around with matching bias tape is attractive, or a piece of unbleached muslin trimmed in bands of the cretonne may be used.

Girls Enjoy Beautiful Creations

The girls have reacted to this piece of work wonderfully, being thrilled with every step of it. It apparently satisfies their desire to use hammer, saw, and paint brush, and when they see something beautiful as well as useful emerging from their efforts they are quite happy. Two or three tables are usually made in the class, thus giving each girl an opportunity to work at various phases of the problem. The owners can scarcely wait to take them home to show to their mothers and to begin using them.

The cost depends on the quality of cretonne used. We have made some tables at a cost of but 65 cents. More attractive ones cost about \$1.50, that being the cost of the one shown in the picture. When the problem is presented in the class, announcement is made that we shall make two or three of the tables

and if any of the girls wish to bring materials, we will make the tables in class for them. There is always an enthusiastic response, and to settle the matter the teacher has to say that the first three girls to bring materials will be the lucky ones. There is no delay, and materials are on hand at once.

Interest in Project Does Not Wane

Mothers have been much interested in this project; at exhibits this dressing table has drawn much enthusiastic interest and many inquiries from mothers, and we are constantly answering questions about how it is made from pupils in other classes who see it in the room, and from mothers who see it in use in other homes. The Mother's Club as a whole made a visit to the classroom one day to see a finished table and were much pleased with its attractiveness and usefulness. The problem does not seem to become old, due partly, we think, to the changing population in the community and partly to the fact that we have not been teaching it long enough to supply all the homes with dressing tables.

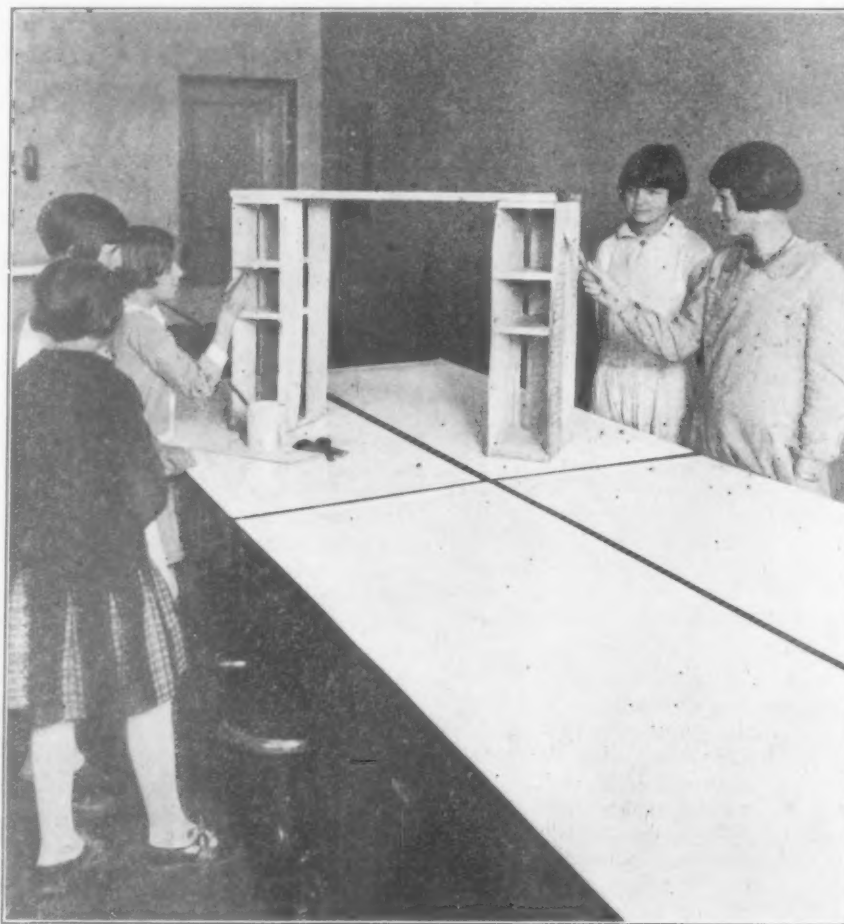
This is only a single unit of our course in house-keeping, but it illustrates the effort we are making to meet a need as we found it in our community.

Courses for Coaches at Ohio State University

Several intensive two-weeks credit courses in athletic coaching, for college and secondary-school coaches, are announced for the summer quarter of Ohio State University, college of education. All courses are supervised and are conducted by varsity-sports coaches. They include lectures, discussions, demonstrations, and advanced technique. Previous coaching experience is desirable but is not required. Among noncredit courses, offered as part of the recreational program, are a summer baseball class under the direction of an assistant varsity baseball coach; and a two-weeks course in athletic officiating, designed to meet the need for more competent officials for football, basketball, baseball, and track contests.



An increase of 12,447 over last year's circulation of 300,000 books among blind persons in the United States is reported to the American Library Association by 24 libraries. With few exceptions libraries for the blind serve adjacent States, and books not obtainable elsewhere are sent to readers in any locality.



The enthusiasm of each new class is equal to that of its predecessor

Michigan Law Provides for Crippled Children

A clinic for crippled children will be held hereafter at least once a year in every county in Michigan, according to recent enactment of the Michigan Legislature providing for the same general care for crippled children as is now given deaf, dumb, blind, or other unfortunate children. At such clinics all crippled children will be given careful surgical examination, and provision is made for use of public funds for treatment whenever parents or guardians are not able to provide proper care. A State commission will be created, the activities of which will be closely correlated with work of the Michigan Society for Crippled Children and similar voluntary State organizations. It is expected that the initial registration, to be made in May, will discover the number and location of crippled children of the State who are in need of assistance.

A State-Wide Teachers' Retirement System for Every State

Majority of States Have General Retirement Laws and Some Have Laws Applying to Certain Localities. Not for Benefit of Teachers Only, but Primarily to Increase Efficiency of the Schools

By E. RUTH PYRTLE

Chairman Committee of National Education Association on Teachers' Retirement Allowances

EVERY State in our Union should have a teachers' retirement system that is actuarially sound, supported by both the public and the teachers. Twenty-two States and the District of Columbia have state-wide laws, and 11 other States have laws applying to certain cities only. Some of these retirement systems are most satisfactory, but some States are working to revise and strengthen their laws.

The teachers of the States having good retirement laws can do much to help bring about the enactment of a sound law in the 16 States now working for such legislation.

What can you do?

Use your influence, as a member of our great profession, as a voting citizen, in season and out of season, to encourage the taxpaying public to see that good retirement systems make for better efficiency in the schools.

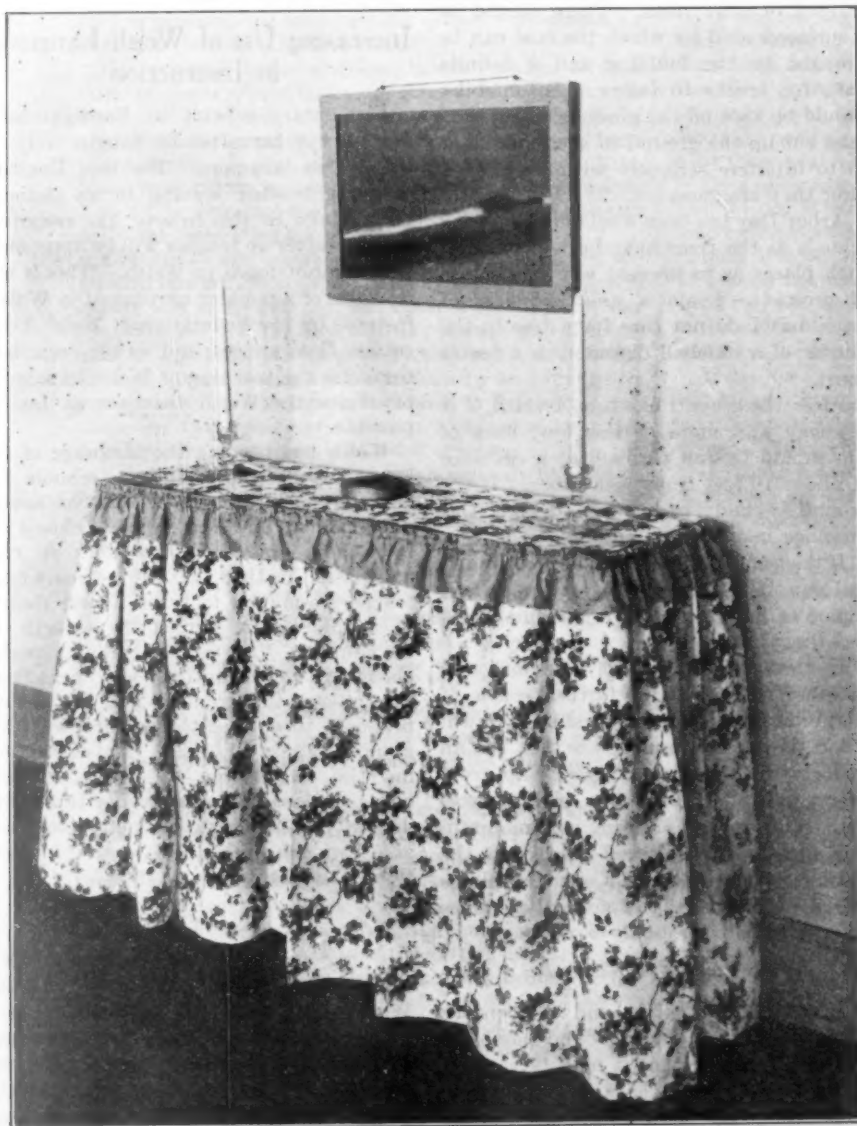
The teacher working under a good retirement system knows that a sound retirement law attracts and holds capable young people in the profession, that it gives a better guaranty of promotion within the profession because of the retirement of teachers at reasonable age.

The fortunate teacher under a good state-wide retirement law realizes that the efficiency of the teacher is increased because it lengthens the period of teaching efficiency by relieving her mind of the fear of destitute old age; and she knows that a good retirement law makes it possible for the teacher to invest in study, training, and travel without endangering the provision made for her old age.

When the teaching profession and the rest of the taxpayers in the States having no retirement laws are made aware of this, retirement legislation will naturally be enacted. Provision should be made for reciprocal relations between States with retirement systems. It should be possible for a teacher to render teaching services anywhere in the United States or its Territories without being penalized by a reduced allowance upon retirement. This will be possible when all the States have sound retirement laws.



Faculty advisers to girls, women teachers whose time is devoted wholly or in part to the counseling of girl students, have been appointed in 22 of the 70 large high schools in Wisconsin. Work of such "school mothers" is handicapped in most cases by the fact that heavy teaching loads make their advisory work secondary, and allow little time for vocational guidance and follow-up work.



Orange boxes covered with figured cretonne—but a thing of beauty

School Grounds Bear an Important Part in the School Program

Irregularities Should Be Remedied and Obstructions Removed. Drainage Lines Required in Low and Soggy Grounds. Bermuda Grass, Well Established, Makes Excellent Surface. Limestone Screenings Usually Satisfactory

By HENRY S. CURTIS, M. D.

Director of Hygiene and Physical Education for Missouri

UNDER earlier conditions the school ground was not regarded as a part of the school plant, but merely as a setting for the school building. Consequently, the architect was left free in its planning, and he always placed the building if possible, at the head of a street and usually at the back of the lot. The school board then parked the ground in front, if they had the money, and planted trees at the back and sides. There was no attempt to differentiate the use of school grounds from the grounds of a court house or other public building.

Physical Education Largely Out of Doors

To-day with physical education a part of the program in 35 to 40 States, and with the larger part of the work being taken on the outside instead of inside, the school ground becomes a part of the school equipment and has to be improved and used in connection with the program of the school.

Perhaps the greatest shortcoming in the past has been that many of the older schools were located on hilltops. Very little can be done on a hillside. It can not be used for baseball, basket ball, volley ball, or tennis; it can not be used for running or any of the activities for which State programs provide.

At nearly all modern schools the ground is made level at the time the school is built. Not only is a hillside or uneven ground unsuitable for physical education, but it "gullies" during rains, and soon becomes a dangerous place to run over.

Remove Projecting Stones and Stumps

Besides the unevenness there are often, however, many other obstacles on the school grounds. In some cases stones project above the surface, offering serious injury to bare feet and causing stumbling to shod ones. Stumps of old trees sometimes stand in the middle of playgrounds, where they are as much in the way as though they were in the middle of the street. Old trees have sometimes been cut down and left where they fell. Cement slabs are sometimes left about wells and cisterns which were long ago abandoned, and walks sometimes lead to old outdoor toilets although indoor toilets have long ago been established. Obviously all of these should be removed.

Even where the ground has been put into condition once, it will always require care in order to remain so. Brickbats and stones are thrown upon the ground or brought in for bases or other purposes, and ashes are constantly collecting. There should be at least a weekly clean-up at all school grounds in order to keep them in condition.

Motor Vehicles Out of Place Here

Many grounds have been cut up by trucks hauling in coal and by automobiles driving in after rains. There should be a surfaced road by which the coal can be brought to the building and a definite path for trucks to follow. Automobiles should be kept off the grounds. Automobiles cut up the ground to such an extent as to interfere seriously with play, even after they are gone.

Arbor Day has been a calamity at many schools as the trees have been planted in such places as to prevent any proper use of grounds. I am a great admirer of trees, but I do not care for a tree in the middle of a baseball diamond or a tennis court.

After the ground has been leveled, if it is soggy and more or less low, lines of tile should be run through at a distance of about 16 feet from each other. If the ground is sandy or loamy and high, this drainage may not be required.

If the ground is small and used by many children, it is usually necessary to surface a part of it, or to plant it to some wear-resisting grass.

In the southern part of Missouri, and in most of the States farther south, if Bermuda grass can be once started it will stand the most strenuous use. It has an underground stem and sprouts up from every joint. I have seen high schools with small grounds which still maintain this grass although used nearly all the time. Next to Bermuda, and in places where Bermuda will not grow, June grass or blue grass is probably best.

Make Provision for Wet Weather

In nearly all high and elementary schools a portion of the ground should be surfaced in order that it may be used in wet weather when otherwise the children could not get out of doors. Many different forms of surfacing are used.

Many of the old city schools have brick yards. Brick is very hard to run on, wears out balls and other equipment rapidly, and is very slippery in frosty weather. Concrete is better than brick, but is still very unsatisfactory. It is tiring to run upon, and a fall upon it is apt to mean a serious hurt. In some places a surface is manufactured by mixing sand, ashes, and clay in a concrete mixer. This gives a fairly satisfactory surface where the ground is high; but the surfaces most commonly used are torpedo gravel, a fine water-washed gravel about one-eighth of an inch in diameter, chat, or limestone screenings. Limestone screenings are better than chat for the reason that they stick together and do not pick up on the feet to be carried into the school building. Recently some of the schools have been using rock asphalt crushed and screened; but it is yet too early to know whether or not this is going to prove satisfactory.



Increasing Use of Welsh Language in Instruction

Elementary schools in Cardiganshire, Wales, will hereafter be taught only in the Welsh language. The last English-speaking teacher serving in an elementary school in the county has resigned, and hereafter no teacher will be appointed who can not teach in Welsh. This is the outcome of a popular movement in Wales, fostered by the Federation of Welsh Education Committees and other organizations, for the teaching of Welsh in schools of Wales by Welsh teachers as far as possible.

Welsh has become the language of instruction in most infant schools of Caernarvonshire, and its use in senior departments of elementary schools is increasing. In Glamorganshire a rule was passed in 1923 that in five years only teachers qualified to teach Welsh should be employed in elementary schools of the county. Vacation courses and special classes, in the meantime, were organized throughout the county, and it is now proposed to enforce the requirement, beginning January 1, 1929. Notwithstanding the cooperation of Welsh training colleges, local school authorities have difficulty in obtaining competent teachers able to teach Welsh and to give instruction in that language.



Under the single salary schedule recently adopted for schools of Seattle, Wash., the maximum for teachers possessing the bachelor's degree was increased from \$2,400 to \$2,700. The annual increment was raised from \$60 to \$100, and the number of increments was reduced from 11 to 8.

ALL OF NATURE BECKONS YOU



To the Boys and Girls



ALL OUT-OF-DOORS invites you. Go! Songs of the birds awaken you early in the morning. Animals of the field and forest stop to look or listen for an instant as they dart across your path. Trees, plants, and flowers bud and blossom as you watch them. Berries, fruits, and nuts ripen in rapid succession. Everything is beautiful. Plants, shrubs, and trees appear in their seasonal color schemes, and the green grass and the foliage sparkle with bright and vivid specks of color as tiny insects and beautiful butterflies flutter in and out among the fragrant blossoms.

With all this beauty and abundance of plant and animal life about you, what do you really know about it? Can you name the birds by song or plumage, the plants by seed or blossom, the trees by bark or leaf, the animals by their call, the insects by their chirp?

Go with your father whenever he has occasion to walk or drive across the fields, through the meadow, or into the wood lot. New and interesting things are always to be seen and many questions must be asked. Carry pencil and paper in your pocket. Write down the names of all the birds, trees, plants, and animals that your father can name. You will be surprised that he knows so many, and you will enjoy the interesting things that he can tell you.

Find out all you can about some bird with which you are already familiar, such as the robin or the wren. Watch it closely and systematically, and make a record of all you see. Describe first the bird and its plumage, and then record all you learn of its habits—where and how it builds its nest; what it eats and in what quantity; how it rears its young; how it teaches the young birds to fly—and everything else that you observe. Learn to know at least two new birds by sight, song, and habit of living.

Know the plant life of your neighborhood. Identify at least two new trees, flowers, shrubs, weeds, or vines. Jot down in your notebook the name of each plant; the place where it grew, whether near the brook, in the marsh, or in the shady woods. Make a careful sketch of the blossom.

Find out all you can about some wild animal. Observe its size, color; note where it lives and what it eats. Jot down all the interesting facts that you can learn about it. Get better acquainted with at least three animals of field or forest.

Find out more about insect life. Learn the names and habits of two or more insects new to you. Make a note of the coloring of each insect, the places it frequents, and the type of food upon which it lives.

Enjoy the beauty of form and color of sky and land. Watch the sky for pretty cloud forms. Note particularly the rapidly changing hues of color at sunrise, sunset, or just preceding and following a storm. Observe how the soft grays creep down over field, woods, and water at dusk. If you are fortunate enough to live near a lake or any body of water, enjoy the reflections of the shifting colors. Notice particularly how the shadows add to the beauty of the entire scene.

Carry a pencil and paper on your jaunts through the woods and fields. You will always find something worthy

of record. Sometimes a sketch of the shape, size, and color of bird or insect will help you to identify it later. You may want to make a note of a question which you wish to ask your parents or look up in some book when you have an opportunity.

If you have crayon or water colors, try to copy some of the most beautiful colorings of sky, bird, or insect. You will often find it necessary to blend two or more colors to get the right hue or tone, and you may be surprised to find that the colors which you least expected to use may give just the tint or shade you desire.

If you have a field glass you can often get a good view of the size, shape, or color of a bird perched upon a distant tree. With a microscope you can examine the structure of an insect at close range. Should you possess a kodak you will find interesting experiences in trying to catch pictures of birds or butterflies.

Try to tell what the songs of birds, the humming of insects, the lapping of water, or the changing colors of sky and landscape at dawn or at sunset, or the changes in nature from season to season mean to you. Describe the beauty of form, of color, or of song, or explain its meaning in prose, if you wish, or you may find that you can tell it better in poetry. Whatever form you use try to say it so that those who read it will feel the beauty as you saw it.

On a rainy day you will enjoy modeling or carving. The cat, the dog, a lamb, and a colt, among other things, make interesting studies. A box of clay, a few bars of soap, soft chunks of wood, are the best materials with which to work. If you do not have commercial clay you may find some good clay soil somewhere on the farm. Perhaps if you sift it through a fine screen to remove small grains of sand you will have excellent modeling clay.

If you have a workbench and the necessary tools you can make many useful and interesting things. A bird bath and fountain will attract the birds. Both may be built of cement. By careful planning they can be made very attractive. Make a small model of soft pine or clay before you build the form which you expect to use. See what beautiful lines and what good proportions you can get. Bird houses can be built in beautiful rustic designs and if well placed will increase the attractiveness of the yard.

Camp chairs and benches add much to the convenience and pleasure of out-of-door living. They can be made from saplings, boards, and strips of heavy canvas. Attractive baskets in which to carry food and the dishes necessary for an out-of-door picnic may be made from native willows, rushes, and grasses. A fireless cooker, tripods on which to hang kettles over the campfire, and an outdoor oven complete the essential equipment. With such a camping outfit it will not be difficult to persuade your mother to share the out-of-doors with you.

Keep a diary of your summer outings. Write brief accounts of the most interesting experiences. They will add much to your fund of information. Upon your return to school in the fall compare notes with other boys and girls. Perhaps you will find that you have learned much in common but that other boys and girls have recorded some very interesting things which you failed to see. That will stimulate you to observe more carefully next summer.—*Mina M. Langvick, Specialist in Rural School Curriculum, Bureau of Education.*

THE WORLD DEMANDS ACCURACY
THAT IS WELL-NIGH COMPLETE ❧❧❧



WO GREAT TESTS in mental discipline are accuracy and honesty. It is far better to master a few subjects thoroughly than to have a mass of generalizations about many subjects. The world will have little use for those who are right only a part of the time. Whatever may be the standards of the classroom, practical life will require something more than 60 per cent or 70 per cent for a passing mark. The standards of the world are not like those set by the faculty, but more closely resemble those set by the student body themselves. They are not at all content with a member of the musical organizations who can strike only 90 per cent of the notes. They do not tolerate the man on the diamond who catches only 80 per cent of the balls. The standards which the student body set are high. They want accuracy that is well-nigh complete. They apply the same standards to candor and honesty. Bluff and pretense may be permitted in the classroom; but in their relations with each other students regard such practices with contempt, and those who resort to them are properly considered to be cheap. They may be willing to view with considerable tolerance those who break the rules of the school, but they will not fail to mete out condemnation and penalty on those who break the rules of training. When the world holds its examinations it will require the same standards of accuracy and honesty which student bodies impose upon themselves. Unless the mind is brought under such training and discipline as will enable it to acquire these standards at an early period, the grave danger increases that they may never be acquired.

*President Coolidge
in his address at the One Hundred and
Fiftieth Anniversary of Phillips Academy
Andover, Mass., May 19, 1928*

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